

Credit Assignment Instructions

Dear Teacher,

Here is a summary of the pieces you are to submit by May 1st:

1. Your completed Networking Attendance Form

2. **Project Plan.** This is the form you worked on at Networking. You need to complete this first. A clean one is provided in case of need.

3. **Teacher Log** The log records your: a. teaching/learning activities with students, b. any cross-core instruction, c. reflections on those experiences---driven by the essential questions you create, and d. collaborations with fellow educators. It is very likely that what you end up doing will be different from your original plan, so don't be concerned about changes from your plan.

4. Student Portfolios (Journals and Student Work)

Our Learning Goal (journal page). At the beginning your students date and write on the left side of this journal page what they know about the core learning objective(s) you have chosen. At the conclusion of the project, students will date and write about what they have learned on the right side of that same journal page. You will do the same on your own, as a teacher. Of course, with kindergarten and 1st grade children, instead have a conversation with the class and briefly record their collective response on this form as you lead these conversations.

Student Work and Subsequent Journal Pages. Throughout the project take photographs and/or make recordings of all students' work. In art, this likely means a single photo of each student's piece; in dance, music, and drama, a group recording. At the culmination of the six stages in the natural progression pattern sequence, create a powerful, "essential question" that each student will answer on a journal page, or in the case of K-1, that they will talk about as a class and you will summarize their comments on the journal page as you lead the conversation.

Sampling. Students get to keep all of their original journal pages and individual student work, but at the conclusion of each of the six stages you will select three representative samples if they have done individual pieces (---one really good, one average, one not so good----) of their student work and the journal page of the corresponding students. Copy them for submission and attach the photos or recordings of their work to the same student's journal page, or in the case of K-1, to your summary of the conversation on the essential question. In the case of group performances/products, copy highlights from the recording or select one photo of the art, and select three representative journal samples. Choose three journal samples based on the quality of their response to the question, no matter how neat or sloppy they write, etc. This would be a good time to involve a colleague as you make these choices and talk about the selections and what you discover about your students and the impact of the teaching/learning processes you are using.

5. **Final Summary.** Students get to keep all of their original journal pages and individual student work, but in addition to the samples described above, you will submit a copy of yours and every student's "Our Learning Goals" journal page, (for K-1 this would be your summary of the conversation). As you complete your Learning Goals page, please refer to your teacher log and student samples for specifics, and take whatever space you need.

Note:

2 hours of university credit requires a minimum of 28 hours of seat time, plus at least that much time-- usually twice that -- in outside study and work. We are fulfilling these requirements by using your colleagues as your classmates and your classroom instruction (this is your learning lab) with your students on this project as the remaining "seat time." Your work in planning and preparing your instruction, sampling and collaborating with colleagues, doing your teacher log, and preparing everything for submission becomes the "outside study and work."

There is no unnecessary work here---everything is tied to best practices in the classroom, and we are very excited to see what results in your life and the lives of your students. We hope you thoroughly enjoy the journey. If you spend the anticipated instructional time with your students and don't get all the way through all six stages, simply report on all that took place as required above. Thank you for making time for the arts to be a part of your and your students' lives at school. I can't wait to see and read your materials in May.

Sincerely,

Carol Ann Goodson, State Fine Arts Specialist

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